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ABSTRACT

The course is designed as a review or reinforcement for junior high school students who feel a need for additional help in mastering the basic skills required by a typist. A prerequisite for this course is the ABC's of Typewriting. In this particular course, the pretest is extremely valuable because it will enable the teacher to determine individual placement of each student within the class. The pretest should measure the objectives of the preceding course and/or the objectives of this course. The course consists of 10 behavioral objectives, a detailed outline of the course content, a lengthy list of suggested teaching procedures and related learning activities, a list of evaluative instruments used, a 10-page list of resource materials for teachers and students, and an appendix of sample tests. (Author/BP)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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BASIC TYPEWRITING REVIEW

7701.04 (New: 7763.04)

Business Education

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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BASIC TYPEWRITING REVIEW

7701.04 (New: 7763.04)

Business Education

Written by Mary Beth Diaz
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE—BASIC TYPEWRITING REVIEW

II. COURSE NUMBER—7701.04 (New: 7763.04)

III. COURSE DESCRIPTION

A. Synopsis
Designed as a review or reinforcement for junior high students who feel a need for additional help in mastering the basic skills required by a typist.

B. Textbook
One or more of the state adopted textbooks for junior high school or one of the department's choosing.

C. Occupational Relationships

Clerk typist	Secretary
Receptionist	Data-card punch operator
Stenographer	General office worker

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
Students should have attained the objectives of ABC's of Typewriting prior to enrollment in this course.

B. Pretest
In this particular course, the pretest is extremely valuable because it will enable the teacher to determine individual placement of each student within the class. Since this is a review course with additional learnings provided for the more advanced student, the course of study performance objectives will vary according to individual student needs. The pretest should measure the objectives of the preceding course and/or the objectives of this course.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon completion of the course, the student will be able to—

1. adjust the typewriter, strike keys correctly, and type all keys by the touch system;

2. center materials horizontally and vertically on full or half sheets of paper;

3. type given problems in tabulated form using proper centering, spacing, and secondary and columnar headings;

4. use the dictionary for accuracy in word division and spelling;

5. manipulate all operative parts of the typewriter;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

6. compose at the typewriter given problems of varying degrees of difficulty (according to the last course completed);

7. type a given short, personal business letter in block or modified block style with mixed or open punctuation (for students who are reviewing The Typewriter and You or Developing Typewriting Skill);

8. type a correct copy from rough draft (for students who are reviewing The Typewriter and You or Developing Typewriting Skill);

9. answer correctly on an objective test at least ten items concerning a simple manuscript or report without footnotes (for students who have had The Typewriter and You); and

10. type a paragraph of syllabic intensity of 1.2 to 1.35 at the minimum rate of 20 gwm for one minute with no more than five errors (student enrolling in quin as review of ABC's of Typewriting); OR type a paragraph with syllabic intensity of 1.2 to 1.4 at the minimum rate of 20 gwm with five or less errors on a three minute timed writing (student enrolling in quin as review of The Typewriter and You); OR type a five minute timed writing of syllabic intensity of 1.4 with a minimum speed of 20 gwm with five or less errors (student enrolling in quin as a review of Developing Typewriting Skill); OR type a five minute timed writing of syllabic intensity of 1.4 with a minimum speed of 25 gwm with five or less errors (student enrolling in quin as the fourth quinmester of typewriting).

VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic needs
      a. Typing desk for each pupil, 20" x 40"; adjustable in height
      b. Typewriters—manual or electric
      c. Chairs with bookracks, appropriate for typing posture
      d. Textbooks and drill books
      e. Demonstration stand and typewriter
      f. Paper, small and large envelopes, post cards, carbon paper, and workbooks (optional)
      g. Stopwatch with 60-second single sweep
      h. Dictionary
      i. Letter placement chart, keyboard chart, and wall posture chart
      j. Interval timer with bell
      k. Spirit process masters
      l. Ink duplicator stencils
      m. Correction tape, correction fluid, pencil eraser, and/or ink eraser

VI. COURSE CONTENT, Continued

2. Supplementary needs
   a. Copy holders
   b. Overhead projector, screen, and transparencies
   c. Filmstrip projector, screen, and typing filmstrips
   d. EDL Skill Builder and typing filmstrips
   e. Analyzers and/or pacers
   f. Learning activity packages
   g. Listening stations
   h. Video playback units, monitors, VTR tables, and typing videotapes
   i. Tape recorder and/or individual cassette playback units and recorded typing instructions
   j. Record player and rhythm records
   k. Mobile AV tables

B. Pre-typing Activities
   1. Work area arrangement
      a. Paper and needed supplies to the left
      b. Book or problem to type on the right
   2. Typing drills (warm-up)—check posture of students

C. Technique Review
   1. Hand position
   2. Feet position
   3. Sitting position
   4. Finger reaches
   5. Stroking of keys
   6. Carriage return
   7. Manipulation of space and tab bars
   8. Shifting
   9. Insertion and removal of paper
   10. Eyes on copy

D. Keyboard Review
   1. Key location and proper fingering
   2. Combinations of letters and/or symbols to make other symbols

E. Skill Building
   1. Timed writings
   2. Reinforcement drills

F. Parts of Typewriter Review
   1. Aligning scale
   2. Bail scale
   3. Cardholders or envelope clamp
   4. Clear key
   5. Line space regulator
   6. Tab total clear
   7. Variable line spacer
   8. Tab set key
   9. Other machine parts

VI. COURSE CONTENT, Continued

G. Horizontal Centering Review
   1. Backspace method
   2. Mathematical method
   3. Spread centering

H. Vertical Centering Review
   1. Backspace method
   2. Mathematical method
   3. Reading position

I. Review of Five Basic Word Division Rules

J. Simple Manuscripts (Themes) Review
   1. Margins
      a. Unbound
      b. Topbound
      c. Sidebound
   2. Placement of main, secondary, and side headings
   3. Double spacing
   4. Five-space paragraph indentions
   5. Table of contents
   6. Title page
   7. Bibliography

K. Simple Outlines Review
   1. Proper use of tabulator mechanisms
   2. Placement of main heading
   3. Proper spacing between parts

L. Production of Elementary Business Forms
   1. Post cards
   2. Interoffice memoranda
   3. Invoices

M. Proofreading Review
   1. Proofreading symbols (marks)
   2. Unarranged rough copy marked with symbols
   3. Proofreading of original copy

N. Business Letter Review (for advanced student)
   1. Technicalities
      a. Date placement
      b. Title of addressee
      c. Salutation
      d. Letter body
      e. Signature
      f. Reference notation
      g. Postscript
      h. Other special notations

VI. COURSE CONTENT, Continued

2. Letter styles
   a. Blocked
   b. Modified block without paragraph indentions
   c. Modified block with paragraph indentions
3. Punctuation
   a. Mixed
   b. Open
4. Carbon copies
5. Envelopes

O. Tables (for advanced student)
1. Open
2. Ruled
3. Boxed

P. Minutes of Meeting (for advanced student)
1. Spacing
2. Margins
3. Sideheadings
4. Signature places

Q. Reproduction Typing (for advanced student)
1. Stencil duplication
2. Spirit duplication
3. Making corrections

R. Term Papers (for advanced student)
1. Organizing
   a. Introduction
   b. Short procedures statement
   c. Long findings section
   d. Brief summary
2. Form
   a. Unbound
   b. Left bound
   c. Top bound
3. Content
   a. Title page
   b. Table of contents
   c. Outline
   d. Body of report
   e. Footnotes
   f. Quotations
   g. Bibliography

S. Review of English Usage and Grammar

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Course Strategy and Method

Individualized instruction should be stressed in this course and be based on each student's strengths and weaknesses. Each student can be assigned easier or more difficult problems through instruction sheets, assignment sheets, and/or job situations. All students will complete a minimum amount of work. It should be expected that some will complete all assignments before they are due. These students should be allowed to go ahead to more advanced problems in this course or proceed to the next course in typewriting if the objectives of this course have been met.

Dade County has prepared typing learning activity packages that can be utilized in the classroom for permitting each student to progress at his own rate. See Section IX, Resources for Students, for a list of available packages.

Reinforcement through technique improvement drills, timed writings, demonstrations, practice sessions, performance and/or written tests, and problem solving is suggested.

B. Skill Building (Many of the learning activities suggested in this section can be prerecorded on magnetic tape by the teacher.)

1. Conditioning drills

   Each textbook provides sentences for drill at the beginning of a new lesson. Check students as they type in order to observe techniques.

2. Reinforcement

   These drills will be used individually as the student shows need of selected drill material. Selection may be from a textbook or other available resources.

3. Timed writings

   One- and two-minute timings should be administered for skill building purposes throughout the course and for testing purposes in the beginning of the course. Three-, four-, and/or five-minute timed writings should be used for drill in the latter portion of the course and for testing purposes at the end of the course (see Performance Objectives).

4. Direct dictation

   Students type as the teacher dictates one-, two-, or three-letter words. Students are directed to use quick stroking and key release.

5. Guided writings

Choose guided writings from the textbook or other resource materials allowing students to set their own goals.

6. Rhythm

Direct students to begin typing at a slow rate. Continue to pace drills within the range of most students.

7. Tabulation drills

Students practice setting up and typing tabulation exercises with emphasis on increased efficiency in using the tabulating mechanisms and development of a better production rate. The degree of difficulty of these drills will depend on the student's placement in the course.

C. Centering

Problems on vertical and horizontal centering will increase each student's efficiency and prepare him for more difficult centering problems which are an intricate part of typing manuscripts, tables, announcements, etc. Material can be found in a textbook and in other resource materials listed in Section IX, Resources for Students.

D. Report Typing

Basic rules for manuscript typing are taught. The student should be offered material to type which will reinforce these rules. Timed writings on parts of a manuscript should be offered. Repetitions of sections of a manuscript with emphasis on speed of setting up and typing will be an adjunct in the building of production rates.

E. Elementary Business Forms (for advanced students)

The student should be able to type elementary business forms (interoffice memoranda and invoices). The student must be familiar with proper techniques before he types actual forms. Once the techniques have been mastered, rate of production should be emphasized. The typing of post cards can also be taught at this time.

F. Business Letters (for advanced students)

The students should be offered many types of letters to type with a goal of improved production and reinforcement in understanding letter styles. Increased use of carbon copies and

special drills on envelope typing should be included. Review of margin settings, size of stationery, letter length, and letter styles will help in developing a sense of good letter placement.

G. Tables (for advanced students)

The students should be drilled on setting up and typing ruled, boxed, and open tables emphasizing speed of production and accuracy of typing. Review of centering columnar headings and numeric typing will aid the student in typing tables.

H. Term Papers (for advanced students)

The students should become familiar with the necessary preparation for writing a term paper. Each separate section (title page, outline of content, setting up the body of the report, footnotes, bibliography) should be thoroughly practiced, with the student combining these new learnings into typing the finished product, a term paper.

I. Duplicating (for advanced students)

This is an exploratory experience for the student. The student should become familiar with the preparation necessary to type stencils and spirit masters. The opportunity for the student to participate in their actual duplication should be given if possible.

J. Review of English Usage and Grammar

English usage and grammar drills, capitalization, punctuation drills, and word division drills should be reviewed. Most typing textbooks provide rules as well as drills for reinforcement in these areas. Additional material can be found in the resource materials listed for the student.

VIII. EVALUATIVE INSTRUMENTS

A. Tests

Suggested items for tests may be found in the sample evaluative instruments in the Appendix; other tests may be constructed by the teacher to conform to course content.

Ideally, all tests are administered to an individual student at proper points in his progress.

VIII. EVALUATIVE INSTRUMENTS, Continued

TYPE	PURPOSE
Pretest	To determine a student's placement within the course. This test is extremely important because students may enter the course possessing varying typing abilities. The test should include evaluation of a student's typing techniques (see Suggested Check Sheet for Evaluating Techniques in Appendix) and the level of typing skill reached in previous course(s).
Centering Test	To measure the student's ability to center material vertically and horizontally on full or half sheets of paper.
Word Division Test	To determine if a student has developed the ability to divide words correctly at ends of lines.
Tabulating Mechanism Drills	To measure a student's ability to operate the tabulating mechanism of the typewriter.
Letter Test (including addressing of envelopes)	To determine whether the student has developed the ability to type a letter accurately and neatly with an acceptable rate of speed.
Elementary Forms Test	To determine whether the student can type elementary business forms in the correct manner in a reasonable amount of time.
Tables Test (for advanced students)	To determine a student's ability to type open, ruled, and boxed tables, both with and without columnar headings.
Reports Test	To determine a student's ability to type one- and two-page reports using correct margins, spacing, and style.
Term Paper Test (for advanced students)	To determine a student's ability to type a term paper. The student's ability to type the separate sections of a term paper should be evaluated before final evaluation of the term paper as a whole.

VIII. EVALUATIVE INSTRUMENTS, Continued

TYPE	PURPOSE
Timed Writings	To measure the amount of speed and degree of accuracy that has been obtained by the student on straight copy and problem typing.
Objective Test	To use as a learning aid to check and reinforce the student's understanding of basic information.
Final Test	To determine the effectiveness of what has been taught. This test should be a parallel of the pretest, but not identical, and be appropriate to the student's placement in the typing course sequence.

B. Testing Intervals

Testing can be done throughout the quinmester, but it is suggested that most of the class time be spent in actual typing of problems.

1. A pretest should be administered at the beginning of the course to determine individual placement within the course or if any students have already met the objectives of the course. Those students that have already met the objectives for this course should be permitted to advance to the new learning activities included in this quinmester of typewriting or should be moved to a higher level typing class.

   The pretest should contain an evaluation of a student's typing techniques, a timed writing (length and syllabic intensity depending on student's prior course completions), and should measure all the objectives of this course of study. A maximum amount of time should be allowed for completion of problems, and the teacher should not supply any aid during the testing period.

2. At least one interim test should be given during the course. The interim test should measure the objectives covered in a unit or units of work. Since students will vary in their individual progress, the interim test might be administered several times; it is imperative that the teacher develop several of these tests so that the same one is not used more than once.

3. The final test should be administered during the last week of the quinmester. It should be a parallel of the pretest and should therefore determine if the student has met the minimum objectives of this course.

VIII. EVALUATIVE INSTRUMENTS, Continued

C. Grading

Grading should be based on the individual progress of each student at his/her own level. Minimum standards for the course are established in the performance objectives; however, it is conceivable that a student could spend more than one quinmester on this course of study or that a student could spend less than one quinmester on this course of study and proceed to the next course of study during the same quinmester.

IX. RESOURCES FOR STUDENTS

A. Textbooks, Adopted

Cook, Fred S.; Morrison, Phyllis Caulfield; Trytten, John M.; and Whale, Leslie J. Gregg Junior High Typing, 2nd edition. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Wanous, S. J. and Haggblade, Berle. Personal Typewriting for Junior High Schools, 2nd edition. Cincinnati: South-Western Publishing Co., 1965.

Wanous, S. J. and Haggblade, Berle. Personal Typewriting for Junior High Schools, 3rd edition. Cincinnati: South-Western Publishing Co., 1971.

B. Textbooks, Other

Altholz, Gertrude. Modern Typewriting Practice, 3rd ed. New York: Pitman Publishing Corporation, 1962.

Ferguson, Margaret Ann and Nalepa, Barbara H. Basic Gregg Typing 2. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Ligouri, Frank E. Basic Typewriter Operations—Principles and Problems. Cincinnati: South-Western Publishing Co., 1971.

Richardson, Nina K. Type with One Hand, 2nd ed. Cincinnati: South-Western Publishing Co., 1971.

Stokes, Paul A. Today's Typing, 5th ed. Bethesda, Md.: Global Publishing Co., Inc., 1968. (paperback)

C. Drill Books, Workbooks, and Practice Sets (Refer to catalogs for current issues.)

One or more of the workbooks that are correlated with the student textbooks are available from the respective publishing companies.

Bowman, Wallace B. Business Letter Typing. Cincinnati: South-Western Publishing Co., 1965.

IX. RESOURCES FOR STUDENTS, Continued

C. Drill Books, Workbooks, and Practice Sets, Continued

Brendel, Leroy A. and Near, Doris. Punctuation Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1970.

_____ Spelling Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1964.

Brendel, Leroy A. and Leffingwell, Elsie L. English Usage Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Crain, Mabel Nora. Johnny Learns to Type (for very young or immature students). Newton, Mass.: Charles T. Branford Co., 1960.

Ferguson, Margaret Ann and Nalepa, Barbara H. Basic Gregg Typing 1—Machine Controls (text-workbook). New York: Gregg Division of McGraw-Hill Book Co., 1969.

_____ Basic Gregg Typing 2—Foundations of Production (text-workbook). New York: Gregg Division of McGraw-Hill Book Co., 1971.

Fries, Albert C. Timed Writings About Careers. Cincinnati: South-Western Publishing Co., 1963.

Grubbs, Robert L. and Weaver, David H. Typing Improvement Practice, either electric or manual edition. New York: Gregg Division of McGraw-Hill Book Co., 1972. (May be used with Gregg pacesetter.)

Grubbs, Robert L. and White, James L. Sustained Timed Writings, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Hansen, Beatrice E. Progressive Typing Speed Practice, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1968.

Leslie, Louis A. and Peps, Philip S. Typing Simplified, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1960.

Levine, Nathan. Typing for Everyone. New York: Arco Publishing Co., Inc., 1971. (35 lessons)

Liles, Parker; Brendel, Leroy A.; and Krause, Ruthetta. Typing Mailable Letters, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1969.

IX. RESOURCES FOR STUDENTS, Continued

C. Drill Books, Workbooks, and Practice Sets, Continued

Lloyd, Alan C. and Krevolin, Nathan. You Learn to Type (for very young or slow learners). New York: Gregg Division of McGraw-Hill Book Co., 1966.

Lloyd, Alan C.; Rowe, John L.; and Winger, Fred E. Typing Power Drills, 2nd ed. New York: Gregg Division of McGraw-Hill Book Co., 1965.

Nanassy, Louis C. and Krevolin, Nathan. Timed Writings for Teen-Agers. New York: Pitman Publishing Corporation, 1963. (Primarily for junior high schools)

Palmer, Harold O. and Agnew, Allen M. Triple-Controlled Timed Writings. Cincinnati: South-Western Publishing Co., 1970.

Rahe, Harves. Business Letters for Typing, 3rd ed. New York: Pitman Publishing Corporation, 1969.

Rowe, John L. and Etier, Faborn. Typewriting Drills for Speed and Accuracy, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1966.

Short Course for the IBM Selectric Typewriter. International Business Machines Corp., 1968.

Thompson, James M. Typewriting Timed Writings with Selected Drills, 3rd ed. Cincinnati: South-Western Publishing Co., 1968.

Wanous, S. J. Statistical Typing with Tabulation Problems, 2nd ed. Cincinnati: South-Western Publishing Co., 1956.

Winger, Fred E. and Weaver, David H. Gregg Tailored Timings (electric or manual editions). New York: Gregg Division of McGraw-Hill Book Co., 1971. (May be used with Gregg pacesetter.)

D. Reference Manuals (in addition to dictionaries and encyclopedias)

Abbreviations for Use with ZIP Codes. United States Postal Service, Washington, D.C., 1967.

Dougherty, Margaret M.; Fitzgerald, Julia H.; and Bolander, Donald. Instant Spelling Dictionary, 3rd ed. Mundelein, Illinois: Career Institute, 1967.

Gavin, Ruth E. and Sabin, William A. Reference Manual for Stenographers and Typists, 4th ed. Gregg Division of McGraw-Hill Book Co., 1970.

IX. RESOURCES FOR STUDENTS, Continued

D. Reference Manuals, Continued

Guide for Typing Term Papers and Reports, A. (11 pp.—75¢; No. T-4) Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

House, Clifford R. and Koebele, Apollonia M. Reference Manual for Office Personnel, 5th ed. Cincinnati: South-Western Publishing Co., 1970.

How to Spell It. Sperry Rand Corporation, 1340 West Flagler Street, Miami, Florida, 1967.

Leslie, Louis A. 20,000 Words, 6th ed. New York: Gregg Division of McGraw-Hill Book Co., 1971.

Silverthorn, J. E. and Perry, Devern J. Word Division Manual, 2nd ed. Cincinnati: South-Western Publishing Co., 1970.

Tips to Typists. Smith-Corona, 3850 Biscayne Boulevard, Miami, 1967.

25 Typing Shortcuts. Sperry Rand Corporation, 1340 West Flagler Street, Miami, 1967.

E. Learning Activity Packages

Thirty-two Touch Typing media packages are available from Textbook Services of Dade County Public Schools (1971). The following packages are appropriate for review purposes in this course.

11S-MP-1	PREPARING TO TYPE
11S-MP-2	E, H, LEFT SHIFT
11S-MP-3	I, T, PERIOD
11S-MP-4	REINFORCEMENT
11S-MP-5	U, C, RIGHT SHIFT
11S-MP-6	R, O, Z
11S-MP-7	G, N, W
11S-MP-8	REINFORCEMENT AND BASIC TABULATION
11S-MP-9	P, V, COMMA
11S-MP-10	Q, M, X
11S-MP-11	V, B, QUESTION MARK
11S-MP-12	8 AND 1
11S-MP-13	APOSTROPHE, EXCLAMATION POINT, 4
11S-MP-14	2, 7, DOLLAR SIGN
11S-MP-15	QUOTATION MARKS, 6, AMPERSAND
11S-MP-16	UNDERSCORE, 3, 9
11S-MP-17	NUMBER OR POUND SIGN, LEFT PARENTHESIS, AND ZERO
11S-MP-18	FIVE, RIGHT PARENTHESIS, HYPHEN
11S-MP-19	PERCENT, ASTERISK, DIAGONAL

IX. RESOURCES FOR STUDENTS, Continued

E. Learning Activity Packages, Continued

11S-MP-20 COLON, ONE-HALF, CENT
11S-MP-21 ONE-FOURTH, @, REVIEW
11S-MP-22 HORIZONTAL AND VERTICAL CENTERING
11S-MP-23 PAGE LINE GAUGE
11S-MP-24 WORD DIVISION
11S-MP-25 VARIATIONS IN CENTERING
11S-MP-26 PARTS OF LETTERS
11S-MP-27 CARBON COPIES AND SMALL ENVELOPES
11S-MP-28 PROOFREADERS' MARKS
11S-MP-29 TABULATION WITH MAIN AND SECONDARY HEADINGS
11S-MP-30 TABULATION WITH COLUMNAR HEADINGS
11S-MP-31 OUTLINES
11S-MP-32 MANUSCRIPTS

F. Videotapes

Videotapes (one-half hour each) correlated with the above learning packages are available from the Department of Media Services, Dade County Public Schools (1971).

G. Audiotapes (reel-to-reel and cassette) and Records

Classroom teachers should prepare additional tapes to assist individual students.

Class National Publishers, Inc., has 74 tapes that teach the entire first year of typewriting (148 lessons); 5-inch reels or cassettes. Stock #116700, $662.30; first semester only, $368.15. 3825 Bunker Hill Road, Brentwood, Maryland 20722.

Musical Typing, Set 99; 20-50 wpm. New York: Dictation Disc Co.

Musical Typing Records (swing arrangements), 20 to 50 wpm; four 45-rpm records, $4.60 (Set 99). Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Rhythm Set, 16-60 Series, 33 1/3 rpm. Set 1 (6 records), $28; Set 2 (6 records), $28; complete set, $51. New York: Gregg Division of McGraw-Hill Book Co.

Timing Record for Typing Homework, T-800, 45 rpm, 6 min. New York: Dictation Disc Co.

Typing Improvement Tapes (reels or cassettes). Ten 15-minute lessons for teachers or advanced students. Set No. T-47, $22.50. Tape 1—Knowing Your Typewriter, Parts I and II; tape 2—Improving Typing Technique, and Plan Your Work; tape 3—Work Your Plan, Parts I and II; tape 4—Tricks of Typing and Stencil Cutting; tape 5—Correcting Mistakes, and Typewriter Care. Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

IX. RESOURCES FOR STUDENTS, Continued

G. Audiotapes and Records, Continued

Wood, Merle. Tapes for Timed Writings. Instructions and intervals are recorded. Each tape is $10 or complete set $40. Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View, CA 94040.

Tape 1—36 one-minute timings
Tape 2—22 two-minute timings
Tape 3—16 three-minute timings
Tape 4—10 five-minute timings
Tape 5—1, 2, and 3-minute timings

Instructional Recordings (for textbook, Typewriting Drills for Speed and Accuracy, 3rd ed.), 10 tapes, reel-to-reel, $145. New York: Gregg Division of McGraw-Hill Book Co.

H. Other Learning Aids

A. B. Dick Mimeograph and Spirit Duplicator Supplies Selector. A. B. Dick Co., Inc., 3535 N. W. Seventh Street, Miami, FL 33125 (phone: 649-1771)

How to Make Ditto Direct Process Masters. Ditto Division of Bell and Howell Co., 3100 N. W. Seventh Street, Miami, FL 33125 (phone: 642-2022)

X. RESOURCES FOR TEACHERS

A. Books

Teacher's editions, manuals, test booklets, and/or solutions for most of the books listed in Student Resources are available from the publishers.

Crawford, Thomas James. The Effect of Emphasizing Production Typewriting Contrasted with Speed Typewriting in Developing Production Typewriting Ability. Monograph 97. Cincinnati: South-Western Publishing Co., 1960.

Douglas, Lloyd V.; Blanford, James T.; and Anderson, Ruth I. Teaching Business Subjects, 5th ed. Englewood Cliffs: Prentice-Hall, Inc., 1958.

Eddings, Claire Neff. Secretary's Complete Model Letter Handbook. Englewood Cliffs: Prentice-Hall, Inc., 1965.

Guide to Business Education in Florida Schools, A—Bulletin 72. Tallahassee: State Department of Education, 1967.

Krevolin, Nathan. Art Typing, revised ed. New York: Pitman Publishing Corporation, 1965.

X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Lamb, Marion M. Your First Year of Teaching Typewriting, 2nd ed. Cincinnati: South-Western Publishing Co., 1959.

Liguori, Frank E. Basic Typewriting Operations—Principles and Problems. Cincinnati: South-Western Publishing Co., 1965.

Robinson, Jerry W. Practices and Preferences in Teaching Typewriting. Monograph 117. Cincinnati: South-Western Publishing Co., 1969.

Russon, Allien R. and Wanous, S. J. Philosophy and Psychology of Teaching Typewriting, 2nd ed. Cincinnati: South-Western Publishing Co., 1972.

West, Leonard J. Acquisition of Typewriting Skills. New York: Pitman Publishing Corp., 1969.

White, Jane F. and Shank, Bruce C. Teaching Typewriting. Portland: J. Weston Walch, 1964.

Yearbook. Contributions of Research to Business Education. Washington, D.C.: National Business Education Association, 1971, pages 17-27.

B. Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Co. Monthly, October through May.

Business Education Forum. Washington, D. C.: National Business Education Association. Monthly, October through May.

Business Education World. New York: Gregg Division of McGraw-Hill Book Co. Five publishings each school year.

Journal of Business Education. East Stroudsburg, Pa.: Robert C. Trethaway. Monthly, October through May.

Typewriting News. Cincinnati: South-Western Publishing Co. Semi-annual.

C. Learning Activity Packages

A teacher package with cues, evaluating instruments, and solutions to accompany the student packages is available from Textbook Services, Dade County Public Schools.

X. RESOURCES FOR TEACHERS, Continued

D. Tests

Commercially prepared tests correlated with textbooks are available from most publishers.

Smith-Corona, Inc., 701 East Washington Street, Syracuse, NY 13201, has tests on the Parts of Business Letters and Syllabication.

Typewriting Speed Tests Booklet. (20 five-minute timed writings) (40¢) New York: Gregg Division of McGraw-Hill Book Co.

Typewriting Tests. Two sets (W-1 and W-2) of 12 timed writings each (30 copies of each writing). Average syllabic intensity is 1.5—from easy to difficult. Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Typing Production Test Booklets. (20 tests; 40¢). New York: Gregg Division of McGraw-Hill Book Company.

E. Transparencies

Callahan, Lois A. Keys to Typewriting. Color. (alphabetic and numeric keyboard; 5-10 days of beginning or refresher course) total $54.50. Western Tape, Box 69, 2273 Old Middlefield Way, Mountain View, CA 94040.

Erickson, Lawrence. Hand Positions, Set No. T-A ($10). Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803.

Gregg Typing Transparency Library (requires Flipatran viewer stage—$7.25) Total, $373. New York: Gregg Division of McGraw-Hill Book Co.

Volume 1, Keyboard (Alphabet)	$ 57.50
Volume 2, Keyboard (Numbers and Symbols)	57.50
Volume 3, Tabulations	57.50
Volume 4, Forms	57.50
Volume 5, Manuscripts and Reports	57.50
Volume 6, Correspondence (2 books)	105.00

Transparencies. Machine Manipulation (25 visuals), Learning the Keyboard (25 visuals), Basic Typewriting Operations (25 visuals), and Special Applications (25 visuals), with plastic adapter and teacher's manual. Cincinnati: South-Western Publishing Co. (Split-stick mounted, $153.75; spring mounted with wall racks, $275.)

Typing Fundamentals (20 visuals that include letter styles and forms and proofreading). Color. Enfield's, 3M Business Systems, 4000 N. W. 30 Avenue, Miami, Florida (633-1551).

X. RESOURCES FOR TEACHERS, Continued

E. Transparencies, Continued

Typing Production (20 visuals for promoting efficiency and productivity) Color. Enfield's, 3M Business Systems, 4000 N. W. 30 Avenue, Miami, Florida (633-1551).

Western Publishing Educational Services, 1220 Mound Avenue, Racine, WI 53404, has an assortment of typewriting transparencies including the following:

J8-779 through J8-788—Various types of letters w/overlays
J8-789 through J8-791—Types of punctuation in letters, with overlays
J8-793 and J8-794—Folding for large and small envelopes, with overlays
J8-796 through J8-817—Business forms, tabulations, and manuscripts, with overlays

F. Charts and Posters

Business Teachers Guide, Poster Visual Aids, Dept. W., P. O. Box 114, Conway, NC 03818:

Typing Do's and Duds
Typing Habits, Ugh!
Personality, Ugh!

Eraser Company, Inc., 701 East Washington Street, Syracuse, NY 10013, has a bulletin board chart on all types of envelopes.

Finger Dexterity Drills. Hartford: School Department, Royal Office Typewriters, Division of Litton Industries.

Picture Posters and Wall Charts for Gregg Typing. New York: Gregg Division of McGraw-Hill Book Co.

Combination wall chart and projection screen ($24.50)
Letter-style series—6 posters ($24.50)
Personal-use series—6 posters ($24.50)

Teaching Aids Incorporated, Post Office Box 3527, Long Beach, CA 90803. Two color charts:

Set No. T-1, $20, 5 letter style charts, 25 by 38 inches; includes folding of letter and typing of envelope
Set No. T-2, $15, 5 behavior-pattern cartoons, 19 by 25 inches
Set No. T-4, $15, 5 technique cartoons, 19 by 25 inches
Set No. T-5, $12, 2 manuscript guide charts, 19 by 50 inches; title page, table of contents, 3-page manuscript with footnotes, bibliography
Set No. T-6, $6, one hand-position chart, 25 by 38 inches; several sketches
Set No. T-7, $5, keyboard chart for manual typewriter, 25 by 38 inches

X. RESOURCES FOR TEACHERS, Continued

F. Charts and Posters, Continued

Set No. T-8, $5, IBM Selectric keyboard with simulated keypunch, 25 by 38 inches (can be adapted for any electric keyboard)

Typewriting Keyboard Chart. Cincinnati: South-Western Publishing Co. ($12.75)

G. Films and Filmstrips

Gregg Division of McGraw-Hill Book Co.:
Filmstrips for Gregg Typing (EDL) by Reiter and Lloyd—
Keyboard Reinforcement Set, $35
Manual Typewriter Skill Development Set, $35
Electric Typewriter Skill Development Set, $35
EDL Typing Keyboard Introduction, $35
EDL Typing Skill Development, $87

Gregg Typewriting Series
Set No. 1, set of 6 sound filmstrips and 3 records, $65:
How Typing is Learned—and Why; Getting the Typewriter Ready, Parts 1 and 2; Better Posture; Better Typing; Fundamental Typing Habits; Remedial Typing Techniques.
Set No. 2, set of 8 filmstrips and 4 records, $112:
Basic Tabulation Typing, Basic Manuscript Typing, Basic Letter Typing—Parts 1 and 2, Basic Forms Typing, Basic Display Typing (Principles and Patterns, Methods and Shortcuts—Parts 1 and 2).
From: School Equipment Distributors, 319 Monroe Street, Montgomery, AL 36104.

IBM Selectric, The. 16mm, 8 min., color, sound. Instructional Materials Catalog, Dade County Schools, No. 1-05496.

Right Touch. 16mm, 18 minutes, color, sound. Instructional Materials Catalog, Dade County Schools, No. 1-13131.

Sterling Educational Films, Inc., 241 East 34 Street, New York, NY 10016, has:
First Step Typing (Beginning Typing), 16mm, 12 minutes, color, 1968.
Posture and the Keyboard, 16mm, 14 minutes, color, 1968.
Remedial Typing, 16mm, 11 minutes, 1968.
Typing Techniques (1), 16mm, 12 minutes, color, 1968. Includes corrections, carbon copies, envelopes, re-alignment.
Typing Techniques (2), 16mm, 12 minutes, color, 1968. Includes use of electric typewriter, space bar and tab bar, setting margins, the bell, and other manipulative parts; numbers.

X. RESOURCES FOR TEACHERS, Continued

H. Bulletin Boards

Bulletin Board Ideas—Typewriting (1961) and Bulletin Board Ideas for Business Classes, 1965 (also through 1970) Supplement. Delta Pi Epsilon, University of Northern Colorado, Greeley, Colorado. ($1.50 each)

Dewar, Thadys J. and White, Jane F. 200 Visual Teaching Ideas. Portland: J. Weston Walch, 1961.

I. Other Aids

Artistic Typing Headquarters, 4006 Carlisle Avenue, Baltimore, MD 21216, has Typewriter Mystery Games, Art Typing, and Deal-a-Grade.

Office Girls' Workshop (18 portfolios) Waterford: Bureau of Business Practice, Inc., 1964.

Proofreading Exercises. Holyoke, Massachusetts: National Blank Book Company.

Proofreading Exercises. New York: Lever Brothers Company.

Teaching-learning aids that are available from South-Western Publishing Company and Gregg Division of McGraw-Hill Book Company:

Certificates of credit and proficiency
Award pins and charms
Progress charts
Rolls of honor

APPENDIX

TOUCH TYPING

SUGGESTED CHECK SHEET FOR EVALUATING TECHNIQUES

NAME _____ LESSON(S) _____ DATE _____

	EXCELLENT (4)	GOOD (3)	AVERAGE (2)	BELOW AVE. (1)	POOR (0)	SCORE
1. POSITION AT THE TYPEWRITER (5)						
a. Comfortable, relaxed position directly in front of typewriter						
b. Feet on floor						
c. Elbows relaxed						
d. Curved fingers						
e. Wrists low and relaxed, but free from typewriter contact						
2. CONDITION OF WORK AREA (5)						
a. Paper at left						
b. Typewriter positioned correctly						
c. Book at reading angle, on right side						
d. Unneeded items removed						
e. Neatness of surrounding area						
3. INSERTING AND REMOVING PAPER (5)						
a. Adjustment of paper bail						
b. Operation of the paper bail						
c. Holding of paper for insertion						
d. Twirling of cylinder knob						
e. Use of release lever for adjustment and removal						
4. KEY STROKE (5)						
a. Finger action						
b. Snap stroke						
c. Hands, wrists, and arms relaxed						
d. Uniform stroking						
e. Proper finger use						
5. SPACE-BAR ACTION (4)						
a. Right thumb curved close to bar						
b. Bar struck properly						
c. Bar released instantly						
d. No pauses						
6. SHIFT-KEY REACH (4)						
a. Quick, little finger reach; other fingers in position						
b. Shift down as key is struck						
c. Shift released after key is struck						
d. No pauses						
7. READING COPY (4)						
a. Eyes on copy						
*b. Fingers prepositioned in anticipating strokes						
*c. Words typed at word level when possible						
*d. Rhythm pattern fluent and continuous						
8. CARRIAGE RETURN (3)						
a. Return quickly at end of lines						
b. New lines started without pause						
c. Eyes on copy						
*9. CONTINUITY AND RHYTHM (4)						
a. Carriage kept moving						
b. One-hand words typed with finger action						
c. Balanced-hand words typed at a word level						
d. Smooth, fluent rhythm pattern which varies according to kind of copy being typed						
*10. TABULATOR BAR (5)						
a. Depressed firmly						
b. Held down until carriage steps						
c. Quick reach; fingers in position						
d. No pauses						
e. Eyes on copy						
11. RIGHT MIND SET (4)						
a. Attention to technique cues						
b. Effort made to improve						
c. Alert, but relaxed						
d. Practice with a purpose						
					AVERAGE SCORE	

*These items should not be used in the early stages of learning to type.

NOTE: Numbers in parentheses represent the number of items to be evaluated in each section.

REVIEW TEST

DIRECTIONS: Fill in the blank with an appropriate answer.

1. A standard size sheet of paper is _____ inches horizontally and _____ inches vertically.
2. Paragraphs are usually indented _____ spaces.
3. There is (are) _____ blank line(s) between lines of single spaced copy.
4. There is (are) _____ blank line(s) between lines of double spaced copy.
5. After a period at the end of a sentence space _____ time(s).
6. After a period following an abbreviation space _____ time(s).
7. A semicolon is followed by _____ space(s).
8. A colon is followed by _____ space(s).
9. After a comma space _____ time(s).
10. There are _____ space across a sheet of standard size typing paper on an elite machine.
11. For a 70-space line, set the left margin stop at _____ on an elite machine.
12. In figuring the right margin, _____ spaces should be added to allow for the margin bell.

MACHINE PARTS

1. The _____ holds that part of the paper shown above the line of writing against the cylinder.
2. The _____ guides the left edge of the paper as it is inserted in the typewriter.
3. The _____ is used to twirl the paper into the typewriter.
4. The _____ is used to adjust the typewriter for single, double, or triple spacing.
5. The _____ is used for straightening or removing paper.

PUNCTUATION AND WORD DIVISION TEST

DIRECTIONS: Put in all necessary punctuation in the following sentences.

1. The manager Mr. Jeffrey said Ask the accountant Mr. Lange for the balance sheet dated July 6 1971.

2. How old are you Will you please call home for me

3. In the last five year period our business Davis and Duvall Incorporated has doubled its sales.

4. While in New York shopping Mrs Jonas bought a coat two dresses and three pairs of shoes

5. Check these techniques 1 stroking 2 rhythm and 3 continuity

6. Did you read the review of the play in the New York Times

7. Was it Charlotte who said Our little business will grow to be the biggest in its field

8. Help Miss Watson called as the books tumbled from her arms

9. The article From Adolescents to Adulthood in Todays Youth was one of the best Ive read

10. The following will attend the faculty meeting Mr. Jones Miss Sampson and Mr. Bishop

DIRECTIONS: Assume that the warning bell rings at the beginning of each, and divide the following words as you would at the end of a line. If a word can be divided in more than one place, show only the <u>preferred</u> division.

1. commercial
2. different
3. reference
4. beginning
5. successful
6. deceive
7. efficiency
8. often
9. permission
10. management

LETTER STYLES TEST

DIRECTIONS: Type the letter below in the following styles: a. Block, b. Modified block without paragraph indentions, and c. Modified block with paragraph indentions. Use mixed punctuation. Each time the letter is retyped in a different style, try to improve on your production rate. (medium length letter)

William Typewriter Company, 1149 Majorca Avenue, Coral Gables, Florida 33015

Gentlemen: We are contemplating the purchase of several William Electric Typewriters for office use. Will you please send us an estimate of the cost of these machines when bought individually and in quantities of twenty or more.

We are in the process of modernizing our office equipment. Our present William Manual Typewriters are six years old. How large a trade-in allowance could we expect to receive from these machines?

We also would like information about warranty. What is the length of time the new machines are under warranty? What percent of repair costs are covered? What procedure is used for arranging for repair services for machines under warranty?

The secretaries in our office speak highly of William Electric Typewriters and have urged us to purchase the new ones from your company. I am hoping we can come to a satisfactory agreement.

Sincerely, Michael R. Davis, Office Manager

MANUSCRIPT TEST*

DIRECTIONS: Fill in the following blanks by writing the correct word or words in the space provided.

1. If you were typing a report for school, you would _____ space the body.

2. If the manuscript is unbound, all margins will be _____ inch(es).

3. A topbound manuscript will have a 1½-inch top margin on all pages except the first, which will have a _____ top margin.

4. If you are using quoted material of four lines or more, you would _____ space the material and indent it five spaces from the _____ and _____ margins.

5. Quoted material of four or more lines is preceded and followed by a _____ space.

6. Side headings are typed even with the _____ margin.

7. Use _____ on both sides of a quotation of three or less lines.

8. The main heading is typed in capitals and is always followed by a _____ space.

9. If a number is used on the first page, it is centered and typed _____ inch(es) from the bottom of the page.

10. A _____ space precedes and a _____ space follows side headings.

11. The first line of each entry in the bibliography is started at the _____ margin.

12. The second and succeeding lines of each entry in a bibliography are indented _____ spaces.

13. The bottom margin of a manuscript should always be approximately _____ inch(es).

14. Paragraphs are usually indented _____ spaces.

15. Footnotes should be typed with _____ spacing and double spacing between them.

16. A footnote reference is indicated in a manuscript by a _____ number.

17. Before listing footnotes, you should _____ space before the divider line and double space after it.

*The teacher can give part or all of the test, depending on intensity of study of manuscripts.

TABLES TEST

DIRECTIONS: Open Table—Center vertically and horizontally on a full sheet of typing paper and double space the body. Leave six spaces between columns. In establishing the length of line, consider the number of strokes of the longest item in each column. In the second and third columns, this is the columnar heading. Remember, the columnar heading must be centered over the column.

TYPING AWARDS

Name	Period	Words per Minute
Birch, Nancy	3	47
Church, Pamela	4	40
Dillard, Wayne	6	43
Franklin, Arthur	1	44
Gunther, Laura	3	43
Zeigler, James	5	41
Zeimer, Sandy	4	42

DIRECTIONS: Ruled Table—Center vertically and horizontally on a half sheet of typing paper and double space. Leave six spaces between columns.

SEE FOLLOWING PAGE FOR TABLE.

SALESMANSHIP AWARDS

Name	District	Sales
Dickson, William	Miami	$21,000
Freeman, Kent	Kansas City	20,000
Larson, Jim	Chicago	18,000
Mitchell, Johnny	Atlanta	16,000
Walker, Louis	Cincinnati	15,000
Zeimer, Andrew	Los Angeles	17,000

DIRECTIONS: Boxed Table—Center vertically and horizontally on a half sheet of paper, double spacing the body. Leave six blank spaces between columns.

DADE SUPPLY COMPANY

Monthly Expense Summary

Department	Wages	Overhead	General
Credit	$10,200	$ 5,000	$2,011
Maintenance	3,005	1,200	575
Quality Control	5,070	2,050	1,065
Production	4,000	1,908	405
Shipping	5,095	3,009	985
TOTALS	$27,360	$13,167	$5,041

COMPOSITION AT THE TYPEWRITER

DIRECTIONS: You will compose a short report of between 100 and 150 words using any one of the suggested "thought starters" listed below. Be certain that you paragraph correctly and that your finished copy represents the very best work you can do. Follow the three steps below.

Step 1 - Get your thoughts down in single words or in incomplete sentences. Show no concern for spelling, punctuation, or sentence structure at this point.

Step 2 - Go back and edit your draft.

Step 3 - Retype the original draft in finished form.

Suggested topics for composing at the typewriter. This may not necessarily be the title of the report.

1. I plan to use my typing skills when _____
2. Next summer I hope to _____
3. The most interesting story I've read was about _____
4. A student should have more opportunity to _____
5. A college education is _____
6. (Choose your own thought starter and continue)

DIRECTIONS: Compose a short paragraph on one of the following:

1. I had a dream I was a _____
2. After high school I plan to _____
3. My favorite subject is _____
4. My worse subject is _____
5. Summers are fun because _____
6. (Choose your own thought starter and continue)

REVIEW SHEET

A. Machine Parts

1. The margin set is used to set the length of the writing line.

2. The paper bail holds the part of the paper which is above the line of writing against the cylinder.

3. The ribbon-control lever is used to adjust the machine for typing on the upper or lower half of the ribbon.

4. The paper guide guides the left edge of the paper into the typewriter as it is inserted.

5. The cylinder knob is used to turn the cylinder as the paper is inserted.

6. The tabulator bar (key) is used in indenting for paragraphs.

7. The carriage-release lever permits the typist to move the carriage to any point on the scale.

8. The line-space regulator is used to adjust the typewriter for single, double, or triple spacing.

9. The paper release lever is used for straightening or removing the paper.

10. The carriage return lever is used for spacing up for a new line of typing.

B. Spacing

1. There are 10 spaces in a horizontal inch of pica type and 12 spaces in a horizontal inch of elite type.

2. A sheet of typing paper is 8½ inches horizontally and 11 inches vertically.

3. Paragraphs are usually indented 5 spaces.

4. There are 0 blank lines between lines of single-spaced copy.

5. There is 1 blank line between lines of double-spaced copy.

C. ZIP Code Abbreviations

State	New	State	New
Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NB
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticutt	CT	New York	NY
Delaware	DE	North Carolina	NC
D.C.	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Puerto Rico (Prov.)	PR
Indiana	IN	Rhode Island	RI
Iowa	IA	South Carolina	SC
Kansas	KS	South Dakota	SD
Kentucky	KY	Tennessee	TN
Louisiana	LA	Texas	TX
Maine	ME	Utah	UT
Maryland	MD	Vermont	VT
Massachusetts	MA	Virginia	VA
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY

STUDY SHEET FOR TYPING A MANUSCRIPT

I. Supplies

A. White paper, 8½" x 11"
B. Black typewriter ribbon
C. Carbon paper
D. Correction tape, fluid, or eraser
E. Page-line gauge

II. Margins

A. Minimum of one inch
B. Top margin (first page) two inches
C. Bound on left side, 1½" left and 1" right margin
D. Bound at top, 2½" top margin (first page)
1½" top margin (succeeding pages)
E. Bottom margin—1"

III. Spacing—Vertical and Horizontal

A. Double space—text of manuscript
B. Triple space after centered headings or titles
C. Indent paragraphs 5 spaces
D. Quoted matter of 4 or more lines is single spaced (indented 5 spaces from the right margin and left margin). If the quote is a paragraph, indent first line 10 spaces. Use ellipses for omissions.

IV. Page Numbering

Arabic numerals—all pages except first; upper right corner or at bottom.

V. Footnotes

A. Placement

1. Separate footnote from text with 1½" or 2" underscore line
2. Single space each footnote, but double between footnotes
3. First line of footnote is indented 5 spaces
4. Use superior figures

B. Numbering

Number consecutively with superior figures (typed above line of writing—use ratchet release).

C. Abbreviations and Latin terms

1. Latin words underscored
2. Refer to list on next page

STUDY SHEET FOR TYPING A MANUSCRIPT, Continued

D. Styling—be consistent

VI. Bibliography

A. Alphabetic order by last name of first author

B. Use hanging indentions—indent all lines except first

C. Parts of bibliography—each part followed by a period

1. Name of author(s), using surname first, given name
2. Title of book or periodical underscored (or in italics) and edition number
3. Title of magazine article in quotes
4. Place of publication, name of publisher, and date